

# **Maryland Report Card**

## **The SEED School of Maryland 2015 Progress Report**

# The SEED School of Maryland

Attendance Rate %	County		State	
	2015	2014	2015	2014
Elementary	*	*	95.4	95.7
Middle	≥ 95.0	≥ 95.0	95.0	95.4
High	≥ 95.0	≥ 95.0	92.4	92.7

## Cohort Graduation Rate%

Class of 2014 (4-Year Rate)	*	*		86.39
Class of 2014 (5-Year Rate)	*		88.70	

Teacher Qualifications	County		State	
	2015	2014	2015	2014
<b>% of certificates:</b>				
Standard Professional	15.6	36.4	27.4	27.2
Advanced Professional	62.5	54.5	65.2	65.5
Resident Teacher	0.0	0.0	1.1	0.7
Conditional Teacher	9.4	6.1	1.5	1.0

## % of classes NOT taught by highly qualified teachers

All Quartiles	3.7	7.8	8.4	7.6
Elementary Low Poverty	*	*	2.9	3.0
Elementary High Poverty	*	*	10.5	11.4
Secondary Low Poverty	*	*	6.7	6.0
Secondary High Poverty	3.7	7.8	17.7	15.7

\*\*\* indicates no students or fewer than 10 students in category.

## Attendance Rate

Attendance Rate is the percentage of students in school for at least half of the average school day during the school year. Attendance is a school accountability measure for elementary and middle schools. Yearly targets were set for attendance so that by the end of school year 2013-14, the State, schools, and school systems would achieve and maintain an attendance rate of at least 94 percent.

## Teacher Qualifications

The percentage of teachers in each category is based on the number of teachers who have credentials and are teaching core academic subjects as defined by the federal government under the No Child Left Behind Act. The core academic subjects are English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. Teachers who are teaching other subjects are not included in the totals.

**Standard Professional Certificate:** A Standard Professional Certificate indicates the teacher meets all certification requirements.

**Advanced Professional Certificate:** The Advanced Professional Certificate requires three years of satisfactory professional school-related experience, and a master's degree or a minimum of 36 semester hours of post baccalaureate course work.

**Resident Teacher Certificate:** The Resident Teacher Certificate is issued to a teacher in an approved alternative preparation program at the request of a local school system superintendent.

**Conditional Teacher Certificate:** The Conditional Certificate is issued only at the request of a local school system superintendent to an applicant who has a bachelor's degree but does not meet all certification requirements.

**Highly Qualified Teachers:** "Highly qualified" is specifically defined by federal law. Teachers must meet minimum requirements both in content knowledge and teaching skills. Teachers must have a bachelor's degree, full State certification, and demonstrate content knowledge in the subjects they teach.

## Cohort Graduation Rate

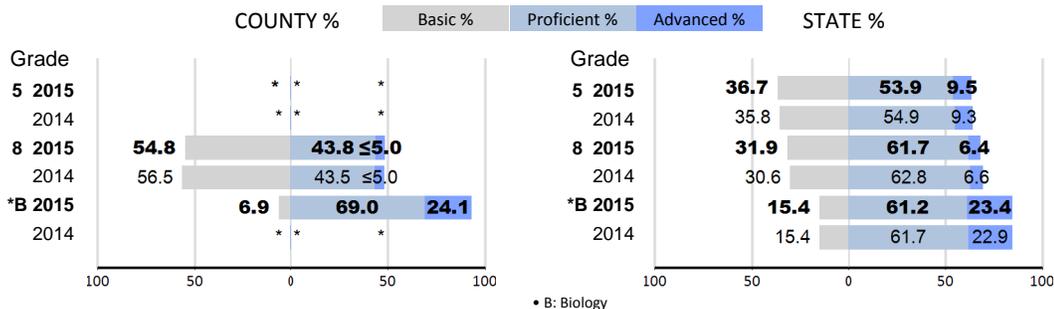
The U.S. Department of Education now requires each state to use an adjusted cohort graduation rate for school accountability. The adjusted cohort graduation rate ensures that all students who entered 9th grade together are counted in the graduation rate at the end of 4 years and at the end of 5 years.

The cohort graduation rate data for 2014 is the 4-year rate for the student cohort entering grade nine for the first time in fall 2010 and graduating no later than 2014. The 2014 5-year rate is the same cohort graduating no later than 2015.

# The SEED School of Maryland

## MSA Proficiency Levels

Science



### Maryland School Assessment (MSA)

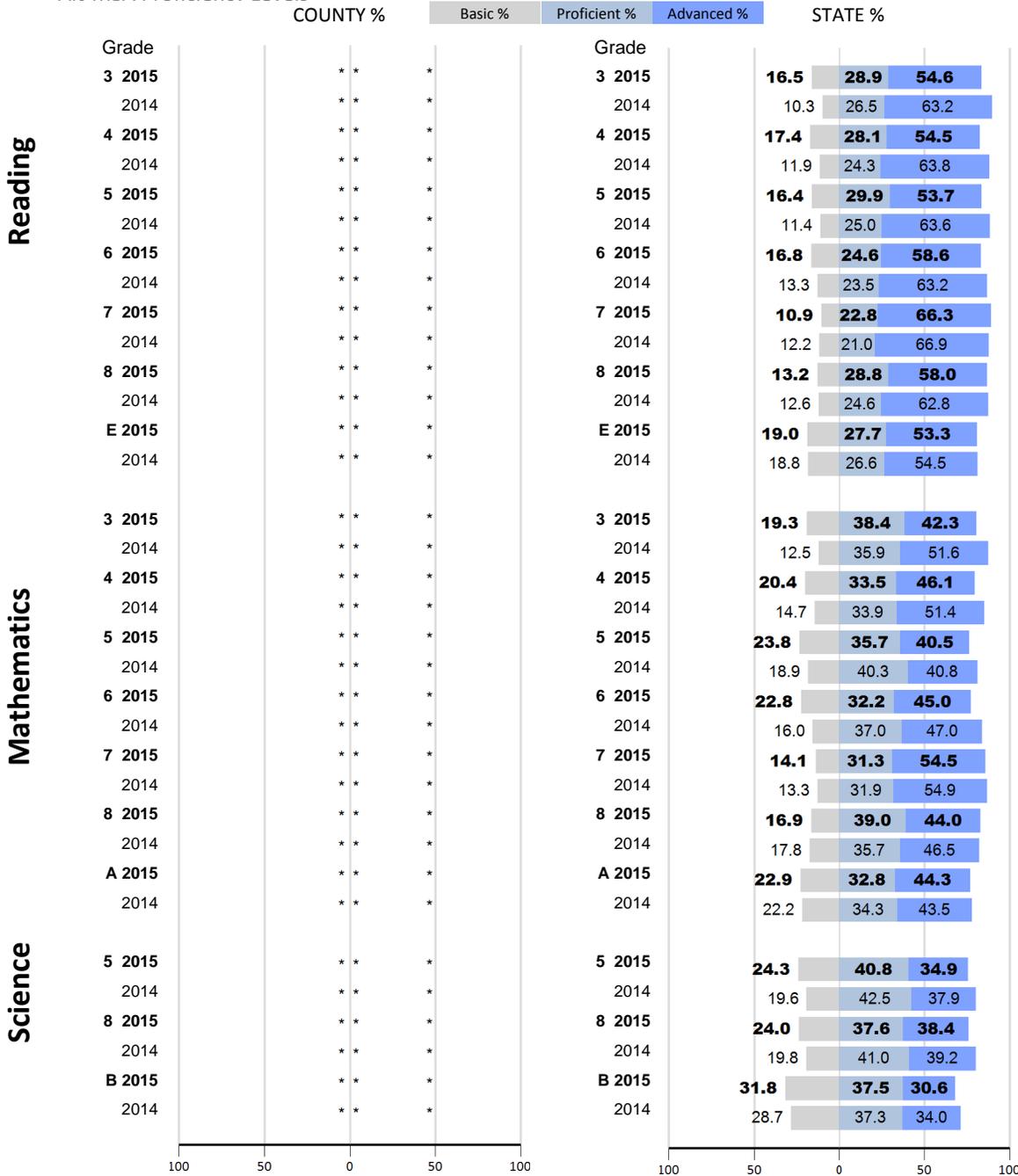
The MSA measures what students in grades 5 and 8 know about Science. High school performance is measured by the Biology High School Assessment (HSA). Performance is reported as the percent of students in each grade who achieved the Basic, Proficient, or Advanced standard. All students should be achieving at the Proficient or Advanced standard.

### Description of Proficiency Levels

Proficiency Level	Science:	Biology:
Basic %	Students show they need more work to attain proficiency. They use minimal supporting evidence, and responses provide little or no synthesis of information.	Students demonstrate a minimal understanding of biology concepts, principles, and/or skills. Student responses indicate limited synthesis of information and understanding of scientific terminology.
Proficient %	Students use supporting evidence that is generally complete with some integration of scientific concepts, principles, and/or skills.	Students demonstrate a realistic and rigorous level of achievement by providing evidence of an understanding of biology concepts and the ability to use scientific evidence to generally integrate scientific concepts, principles, and/or skills. Student responses indicate some synthesis of information and understanding of scientific terminology.
Advanced %	Students use scientific evidence to demonstrate a full integration of scientific concepts, principles, and/or skills.	Students demonstrate an exemplary level of achievement by providing evidence of a complete understanding of biology concepts and the ability to use scientific evidence to fully integrate scientific concepts, principles, and/or skills. Student responses indicate a complete synthesis of information and understanding of scientific terminology.

# The SEED School of Maryland

Alt-MSA Proficiency Levels



## Alternate Maryland School Assessment (Alt-MSA)

The Alternate Maryland School Assessment (Alt-MSA) is taken by students with disabilities who cannot take the MSA in Science or PARCC in ELA or Mathematics even with the special accommodations they receive as part of their regular classroom instruction. The test measures the student's mastery of reading and mathematics content standards or appropriate access skills. Eligible students take the test in grades 3-8 and once during the high school grade band. Performance is reported as the percent of students in each grade who achieved the Basic, Proficient, or Advanced standard.

\*Applies to Alt MSA only

E: English; A: Algebra/Data Analysis; B: Biology

Proficiency Level	Reading	English	Mathematics	Algebra/Data Analysis	Science	Biology
Basic %	*Reading: Students are unable to read and understand literature and passages of information that are written for students in their grade.	*English: Students have difficulty comprehending grade appropriate literature and applying language choices when writing.	*Mathematics: Students show they have only partially mastered the skills and concepts that Maryland expects students to know and be able to do at this grade level.	*Algebra/Data Analysis: Students show they have only partially mastered the skills and concepts defined in the Maryland Algebra/Data Analysis Core Learning Goals.	Science: Students show they need more work to attain proficiency. They use minimal supporting evidence, and responses provide little or no synthesis of information.	Biology: Students demonstrate a minimal understanding of biology concepts, principles, and/or skills. Student responses indicate limited synthesis of information and understanding of scientific terminology.
Proficient %	Students can read text written for students in their grade, and they can demonstrate the ability to understand literature and passages of information.	Students can read text written for students in their grade, and they can demonstrate the ability to understand literature and passages of information.	Students show they have an understanding of fundamental grade level skills and concepts and can generally solve entry-level problems in mathematics.	Students show they have an understanding of fundamental algebra / data analysis skills and concepts and can generally solve entry-level problems in algebra/data analysis.	Students use supporting evidence that is generally complete with some integration of scientific concepts, principles, and/or skills.	Students demonstrate a realistic and rigorous level of achievement by providing evidence of an understanding of biology concepts and the ability to use scientific evidence to generally integrate scientific concepts, principles, and/or skills. Student responses indicate some synthesis of information and understanding of scientific terminology.
Advanced %	Students can regularly read text that is above their grade level, and they can demonstrate the ability to understand complex literature and passages of information.	Students can regularly comprehend and interpret complex literature and consistently apply appropriate language choices to write effectively.	Students show they can regularly solve complex problems in mathematics and demonstrate superior ability to reason mathematically.	Students can regularly solve complex algebra/data analysis problems and demonstrate superior ability to reason mathematically.	Students use scientific evidence to demonstrate a full integration of scientific concepts, principles, and/or skills.	Students demonstrate an exemplary level of achievement by providing evidence of a complete understanding of biology concepts and the ability to use scientific evidence to fully integrate scientific concepts, principles, and/or skills. Student responses indicate a complete synthesis of information and understanding of scientific terminology.

# The SEED School of Maryland

## PARCC Assessment Performance Results Summary - 2015

	Performance Level																					
	Level 1						Level 2				Level 3				Level 4				Level 5			
	Did not yet meet expectations						Partially met expectations				Approached expectations				Met expectations				Exceeded expectations			
	TESTED		Count		%		Count		%		Count		%		Count		%		Count		%	
County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	
<b>English/Language Arts 6</b>	59	62055	22	7353	37.3	11.8	15	13429	25.4	21.6	17	18848	28.8	30.4	5	19893	8.5	32.1	*	2532	≤5.0	4.1
<b>English/Language Arts 7</b>	69	61200	27	10536	39.1	17.2	19	11686	27.5	19.1	16	15297	23.2	25.0	7	17718	10.1	29.0	*	5963	≤5.0	9.7
<b>English/Language Arts 8</b>	72	59335	15	10111	20.8	17.0	21	10969	29.2	18.5	25	14240	34.7	24.0	11	19839	15.3	33.4	*	4176	≤5.0	7.0
<b>English/Language Arts 10</b>	47	55651	11	11886	23.4	21.4	10	10044	21.3	18.0	16	11628	34.0	20.9	10	15650	21.3	28.1	*	6443	≤5.0	11.6
<b>Mathematics 6</b>	58	62194	14	8473	24.1	13.6	27	17837	46.6	28.7	16	17552	27.6	28.2	*	16345	≤5.0	26.3	*	1987	≤5.0	3.2
<b>Mathematics 7</b>	72	55010	15	7181	20.8	13.1	33	17630	45.8	32.0	20	18528	27.8	33.7	4	11036	5.6	20.1	*	635	≤5.0	1.2
<b>Mathematics 8</b>	72	41166	13	11971	18.1	29.1	21	11126	29.2	27.0	29	8530	40.3	20.7	9	8056	12.5	19.6	*	1483	≤5.0	3.6
<b>Algebra I</b>	56	61842	6	8047	10.7	13.0	19	17712	33.9	28.6	25	16757	44.6	27.1	6	18194	10.7	29.4	*	1132	≤5.0	1.8

### Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

### PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	*	*	*	*	95.4	95.7
Middle	≥ 95.0	≥ 95.0	≥ 95.0	≥ 95.0	95.0	95.4
High	≥ 95.0	≥ 95.0	≥ 95.0	≥ 95.0	92.4	92.7

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
<b>% of certificates:</b>						
Standard Professional	15.6	36.4	15.6	36.4	27.4	27.2
Advanced Professional	62.5	54.5	62.5	54.5	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	9.4	6.1	9.4	6.1	1.5	1.0

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)			*			86.39
Class of 2014 (5-Year Rate)	*		*			88.70

% of classes NOT taught by highly qualified teachers						
All Quartiles	3.7	7.8	3.7	7.8	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	*	*	6.7	6.0
Secondary High Poverty	*	*	3.7	7.8	17.7	15.7

## MSA Proficiency Levels

Basic %	Proficient %	Advanced %
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GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	*	*	*	36.7	53.9	9.5
2014	*	*	*	*	*	*	35.8	54.9	9.3
8 2015	54.8	43.8	≤5.0	54.8	43.8	≤5.0	31.9	61.7	6.4
2014	56.5	43.5	≤5.0	56.5	43.5	≤5.0	30.6	62.8	6.6
*B 2015	6.9	69.0	24.1	6.9	69.0	24.1	15.4	61.2	23.4
2014	*	*	*	*	*	*	15.4	61.7	22.9

## Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	*	*	*	*	*	*	19.6	42.5	37.9
8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	*	*	*	19.8	41.0	39.2
B 2015	*	*	*	*	*	*	31.8	37.5	30.6
2014	*	*	*	*	*	*	28.7	37.3	34.0

Science

Mathematics

Reading

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	*	*	*	20.4	33.5	46.1
2014	*	*	*	*	*	*	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	*	*	*	18.9	40.3	40.8
6 2015	*	*	*	*	*	*	22.8	32.2	45.0
2014	*	*	*	*	*	*	16.0	37.0	47.0
7 2015	*	*	*	*	*	*	14.1	31.3	54.5
2014	*	*	*	*	*	*	13.3	31.9	54.9
8 2015	*	*	*	*	*	*	16.9	39.0	44.0
2014	*	*	*	*	*	*	17.8	35.7	46.5
A 2015	*	*	*	*	*	*	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	*	*	*	10.3	26.5	63.2
4 2015	*	*	*	*	*	*	17.4	28.1	54.5
2014	*	*	*	*	*	*	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	*	*	*	11.4	25.0	63.6
6 2015	*	*	*	*	*	*	16.8	24.6	58.6
2014	*	*	*	*	*	*	13.3	23.5	63.2
7 2015	*	*	*	*	*	*	10.9	22.8	66.3
2014	*	*	*	*	*	*	12.2	21.0	66.9
8 2015	*	*	*	*	*	*	13.2	28.8	58.0
2014	*	*	*	*	*	*	12.6	24.6	62.8
E 2015	*	*	*	*	*	*	19.0	27.7	53.3
2014	*	*	*	*	*	*	18.8	26.6	54.5

"na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

# The Seed School of Maryland

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	Performance Level										
	TESTED	Level 1		Level 2		Level 3		Level 4		Level 5	
		Count	%								
<i>English/Language Arts 6</i>	59	22	37.3	15	25.4	17	28.8	5	8.5	*	≤5.0
<i>English/Language Arts 7</i>	69	27	39.1	19	27.5	16	23.2	7	10.1	*	≤5.0
<i>English/Language Arts 8</i>	72	15	20.8	21	29.2	25	34.7	11	15.3	*	≤5.0
<i>English/Language Arts 10</i>	47	11	23.4	10	21.3	16	34.0	10	21.3	*	≤5.0
<i>Mathematics 6</i>	58	14	24.1	27	46.6	16	27.6	*	≤5.0	*	≤5.0
<i>Mathematics 7</i>	72	15	20.8	33	45.8	20	27.8	4	5.6	*	≤5.0
<i>Mathematics 8</i>	72	13	18.1	21	29.2	29	40.3	9	12.5	*	≤5.0
<i>Algebra I</i>	56	6	10.7	19	33.9	25	44.6	6	10.7	*	≤5.0

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